

## 教學建議 2.9



# 三個階段（讀前、讀中、讀後）

## ✚ 閱讀前

在教室裡佈置一個舒適、溫馨的角落，作為 Reading Corner（閱讀角）。

### 1. 老師讀前預習

- 看 **故事大綱或故事翻譯**，瞭解故事大意。
- 看每本書後的圖畫詞典 (Picture Dictionary)，瞭解每課的重點字彙。
- 如果對某些單字的發音不確定，可以先聽音檔確認。

和學生們一起在閱讀角舒適地坐下，開始享受老師說故事的時光。

### 2. 看封面並提問

跟學生一起仔細看封面圖片。老師可以用 **中文** 描述圖片，引導學生注意有助於理解故事大意的細節。老師可以運用「推論」的閱讀策略，引導小朋友一起讀圖，預測故事內容，譬如說，老師可以提問：『你覺得這個故事在講什麼？』

### 3. 瞭解書名和作者名

大聲讀出書名，並解釋書名的意思；指出作者名的位置，提示學生注意作者是誰。

### 4. 瀏覽圖片


讓學生快速翻看一遍書裡的圖畫，猜一猜故事講的是什麼。

## ✚ 閱讀中

1. **老師為學生朗讀故事**，同時用手指出圖片裡相應的角色或物品。譬如，讀到貓的時候就用手指著貓，讀到老鼠的時候就用手指著老鼠，還可以通過學動物的叫聲來輔助理解。老師要善於運用肢體語言，可用「全身反應法 (TPR)」展示動詞，即用肢體語言做出相應的動作。譬如，讀到 shrug 這個詞，就誇張地聳聳肩。可嘗試戲劇性地變化語音、語調和朗讀的節奏，讓學生在聽英語故事的過程中感受到樂趣。老師也可以和學生一起聽故事音檔，同時用上面提到的方法，來幫助學生理解故事。

**特別提示：**書中大部分詞彙都可以通過圖畫來理解，對於個別有難度的新詞，可以用中文解釋。





2. 通過提問的方式引導學生瞭解故事內容，明確人物動機或預測故事發展，將故事情節串聯起來，譬如，老師可以問：『他為什麼不高興了？』如果學生有一點發音和閱讀的基礎老師還可用 **Q&A** 的問題來問他們。

3. 講完故事後，和學生一起看封底圖片，並討論故事的結尾，譬如，老師可以問：『如果你是故事中的小狐狸，你會怎麼辦？』或者引導學生表達自己的觀點和態度，譬如，老師可以問：『在這個故事裡，你最喜歡哪個角色？為什麼？』

特別提示：回答沒有對錯之分，重點是引導學生進行獨立思考。

4. 翻到圖畫詞典頁 (Picture Dictionary)，通過播放音檔、為學生朗讀的方式複習單字，幫助學生建立聲音和圖畫之間的聯繫。

## 閱讀後

1. 為學生再講一遍故事，或再聽一次故事錄音。

2. 參考 **活動建議**，和學生進行遊戲互動，將所學的詞彙運用到實際生活中。

### 拓展活動

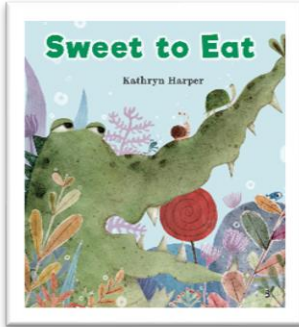
如果學生能夠輕鬆完成以上步驟，並充分理解故事內容，老師還可以引導學生複述故事，或者和學生一起把故事表演出來。另外，老師還可以印出每課單字閃卡，和全班學生一起做 **單字小遊戲**。

特別提示：遊戲的過程中，不要求學生認讀或拼出單字，只需學生能看圖說出對應的英文單字，或能聽懂單字的意思即可。



## 故事翻譯、Q&A、活動建議

### 2.9-1 Sweet to Eat 故事翻譯



- P4-P5 「你好，小蝦，你看上去很美味。」鱷魚說。  
「別吃我。鯉魚更好吃。」小蝦說。
- P6-P7 「你好，鯉魚，你看上去很美味。」鱷魚說。  
「別吃我。蝸牛更好吃。」鯉魚說。
- P8-P9 「你好，蝸牛，你看上去很美味。」鱷魚說。  
「別吃我。烏龜更好吃。」蝸牛說。
- P10-P11 「你好，烏龜，你看上去很美味。」鱷魚說。  
「不是的……吃這根棒棒糖吧。它更好吃！」烏龜說。
- P12-P13 「張開嘴——張大，張大，張大。」烏龜說，「棒棒糖來了。」
- P14-P15 「但是我合不上嘴了！」鱷魚說。  
「噢，我的晚飯時間到了。」烏龜說，「再見，鱷魚。」

### Q & A

#### pp. 4-5

- Q:** Who is talking to Shrimp? **A:** Crocodile is talking to Shrimp.
- Q:** Does Crocodile want to eat Shrimp? **A:** Yes, Crocodile wants to eat Shrimp.
- Q:** Who is tastier, according to Shrimp? **A:** According to Shrimp, Carp is tastier.

#### pp. 6-7

- Q:** Who is Crocodile talking to now? **A:** Crocodile is talking to Carp.
- Q:** What does Carp say to Crocodile? **A:** Carp says, "Don't eat me. Snail is tastier."
- Q:** Who does Carp think is tastier? **A:** Carp thinks Snail is tastier.

#### pp. 8-9

- Q:** Who is Crocodile talking to now? **A:** Crocodile is talking to Snail.
- Q:** Who does Snail talk about? **A:** Snail talks about Turtle.
- Q:** What does Snail say about Turtle? **A:** Snail says Turtle is tastier.

#### pp. 10-11

- Q:** Who is Crocodile talking to now? **A:** Crocodile is talking to Turtle.
- Q:** What does Turtle say to Crocodile? **A:** Turtle says, "No... Eat this lollipop. It is tastier!"
- Q:** Why does Turtle give Crocodile a lollipop? **A:** Because he wants Crocodile to eat the lollipop, not him.

pp. 12-13

Q: Who is Turtle talking to?

A: Turtle is talking to Crocodile.

Q: What does Turtle say?

A: Turtle says, "Open your mouth — open, open, open."

Q: What is Turtle holding?

A: Turtle is holding a lollipop.

pp. 14-15

Q: Why can't Crocodile close his mouth?

A: Because the lollipop is too big.

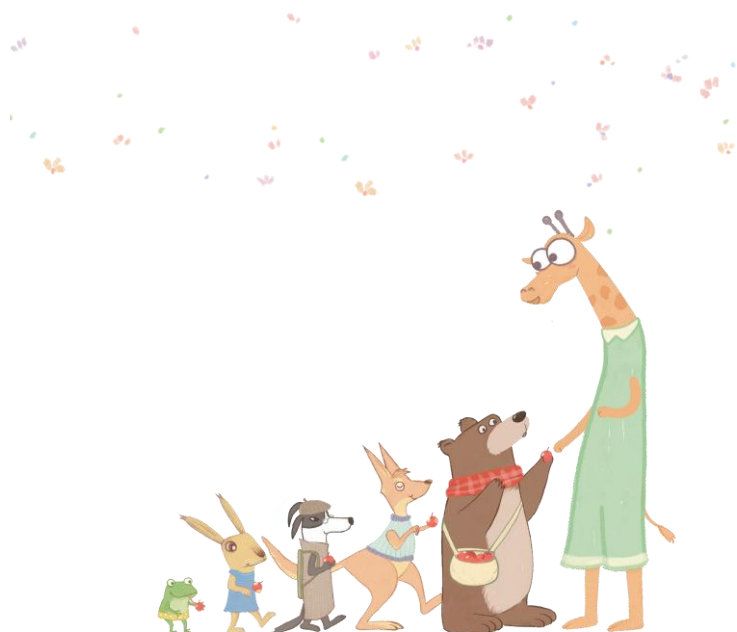
Q: What does Crocodile have in his mouth now?

A: Crocodile has a lollipop in his mouth.

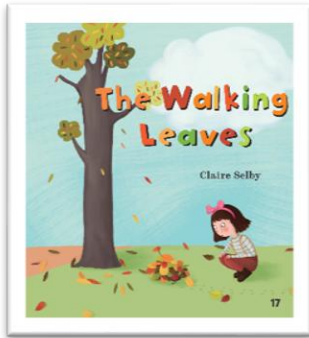
Q: What does Turtle say at the end?

A: Turtle says, "Goodbye, Crocodile."

**活動建議** 老師和學生一起做「你真美味」的遊戲。讓一位學生扮演鱷魚，其他同學扮演小蝦、鯉魚、蝸牛和烏龜。遊戲開始前先由一位同學將一根棒棒糖藏在身上。遊戲開始，扮演鱷魚的學生選自己喜歡的「食物」，並用英文說出句子，譬如：“Hello, Carp! You look sweet to eat.” 此時被選中的「食物」可以說：“Don't eat me. Snail is tastier.” 「鱷魚」可以考慮否要換一種「食物」。當「鱷魚」認定自己所選的「食物」後，就可以「吃掉」該「食物」。如果該「食物」身上沒有棒棒糖，它就被吃掉，等於出局。如果該「食物」正好身上藏著棒棒糖，就給學生吃棒棒糖，遊戲結束。



## 2.9-2 The Walking Leaves 故事翻譯



- P18-P19 一個秋日，Betty 看著外面。  
有紅色、橙色、黃色、棕色的葉子。
- P20-P21 Betty 出去看看。可那是什麼？葉子在走路！
- P22-P23 她看見一個鼻子和兩隻眼睛。  
Betty 小心翼翼地掀起葉子。是一隻刺蝟！
- P24-P25 Betty 拿來一些木料，做了一個房子。  
整個冬天，刺蝟都在房子裡睡覺。
- P26-P27 春天，刺蝟出來了一跑掉了。Betty 很難過。  
一個夏日，她又看見了那個鼻子！
- P28-P29 刺蝟出來了… …還有 1、2、3 隻刺蝟寶寶！

### Q & A

#### pp. 18-19

- Q:** What is the girl's name? **A:** Her name is Betty.
- Q:** What season is it? **A:** It is autumn.
- Q:** What colors are the leaves? **A:** The leaves are red, orange, yellow, and brown.

#### pp. 20-21

- Q:** What does Betty do? **A:** Betty goes out to look.
- Q:** What is falling from the trees? **A:** The leaves are falling from the trees.
- Q:** What happens to the leaves? **A:** The leaves are walking!

#### pp. 22-23

- Q:** What does Betty see in the leaves? **A:** Betty sees a nose and two eyes in the leaves.
- Q:** Where is the animal hiding? **A:** The animal is hiding under the leaves.
- Q:** What does Betty find under the leaves? **A:** Betty finds a hedgehog under the leaves.

#### pp. 24-25

- Q:** What does Betty make with the wood? **A:** Betty makes a house with the wood.
- Q:** Who is the house for? **A:** The house is for the hedgehog.
- Q:** Who is sleeping in the house? **A:** The hedgehog is sleeping in the house.

#### pp. 26-27

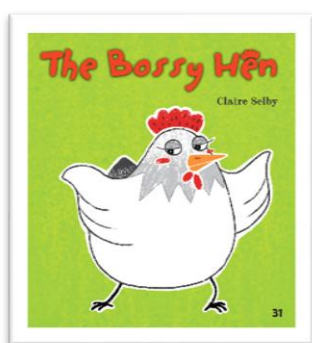
- Q:** What does the hedgehog do? **A:** The hedgehog runs away.
- Q:** How does Betty feel? **A:** Betty feels sad.
- Q:** What does Betty see? **A:** Betty sees the nose again.



pp. 28-29

- Q: What animal comes out of the house?    **A:** A hedgehog comes out of the house.  
Q: How many baby hedgehogs are there?    **A:** There are three baby hedgehogs.  
Q: Who is with the baby hedgehogs?        **A:** Their mother is with the baby hedgehogs.

**活動建議** 老師可以和學生一起畫一畫「樹的四季」。老師在一張白紙上並排畫4棵大樹，只畫樹幹和樹枝，每棵樹下寫上一個季節的英文單字。讓學生想一想每個季節裡樹葉的樣子和顏色，並在樹枝上用彩色筆劃出樹葉。老師可以鼓勵學生一邊畫一邊用英文說出自己正在畫的樹葉大小、顏色以及對應的季節，如：“Small green leaves in spring.” 讓學生說一說冬天的大樹是什麼樣子，如：“No leaves in winter.”



### 2.9-3 The Bossy Hen 故事翻譯

- P32-P33 Linda 是隻霸道的母雞。「排隊走！」她說。  
Dora 不高興了。「我走了！」她說。
- P34-P35 Linda 還是那麼霸道。「我先吃！」她說。  
於是 Grace 說：「我也走了！」
- P36-P37 可 Linda 依然還是那麼霸道。「我要睡在這兒！」她說。於是 Mary 說：「我也走了！」
- P38-P39 現在 Linda 變成孤零零的。她一點兒也不開心。狗看見了她。
- P40-P41 「對朋友要友善，別那麼霸道！」狗說，「然後她們就會回來的！」  
Linda 把雞窩收拾得乾乾淨淨。
- P42-P43 「對不起！請你們回來吧！」現在她再也不霸道了。她是友好的母雞 Linda！

### Q & A

pp. 32-33

- Q: What is the name of the bossy hen?        **A:** The name of the bossy hen is Linda.  
Q: What does Linda say to the other hens?    **A:** Linda says, "Walk in line!"  
Q: How does Dora feel?                        **A:** Dora feels unhappy.

### pp. 34-35

- Q:** What does Linda say? **A:** Linda says, "I eat first!"  
**Q:** Who is Linda talking to? **A:** Linda is talking to the orange hen.  
**Q:** Why does Grace want to leave? **A:** Grace wants to leave because Linda is bossy.

### pp. 36-37

- Q:** What does Linda want to do? **A:** Linda wants to sleep in the nest.  
**Q:** Why is Mary leaving? **A:** Mary is leaving because Linda is bossy.  
**Q:** Where is Mary walking? **A:** Mary is walking away from the henhouse.

### pp. 38-39

- Q:** Who is alone now? **A:** Linda is alone now.  
**Q:** Is Linda happy? **A:** No, Linda is not happy.  
**Q:** Where does the dog go? **A:** The dog goes to Linda.

### pp. 40-41

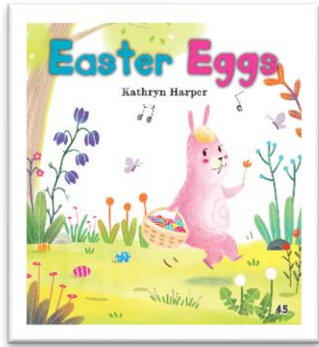
- Q:** What does the dog say to Linda? **A:** The dog says, "Be friendly, not bossy!"  
**Q:** What will happen if Linda is friendly? **A:** Her friends will come back.  
**Q:** How does the henhouse look now? **A:** The henhouse looks nice and clean.

### pp. 42-43

- Q:** What is Linda saying to her friends? **A:** Linda is saying, "I'm sorry! Please come back!"  
**Q:** How does Linda feel in this picture? **A:** Linda feels sorry and sad.  
**Q:** Is Linda still bossy? **A:** No, Linda is never bossy now.

**活動建議** 和學生一起回憶書中母雞 Linda 有哪些霸道的行為，有哪些友好的行為，鼓勵學生用書中的英文句子，邊說邊表演出來。最後，讓學生說說在日常生活中，自己或者其他小朋友的哪些行為有點「霸道」？應該怎麼做，才能讓自己變得更加友好。





## 2.9-4 Easter Eggs 故事翻譯

P46-P47 「我是復活節兔子，我跳，跳，跳！我是復活節兔子，我跳，跳，跳！」「醒醒。你聽到歌聲了嗎？」

P48-P49 「送給你們的復活節彩蛋！有黃的，紅的和藍的！」「蛋在哪裡啊？」「哦…我忘了。也許你們可以找到它們。再見！」

P50-P51 「在石頭後面！黃色的蛋！」  
「在花叢旁！藍色的蛋！」「在樹下！紅色的蛋！」

P52-P53 「看我的復活節彩蛋！」  
「我能幫忙嗎？」「不用了，謝謝。我自己能拿。」

P54-P55 「小心石頭！」「哦不！我的蛋！」

P56-P57 「它們沒有摔破！」「為什麼？」「它們是巧克力蛋！」  
「我們喜歡巧克力蛋！」

## Q & A

### pp. 46-47

**Q:** Who is singing?

**A:** The Easter Bunny is singing.

**Q:** What is the Easter Bunny holding? **A:** The Easter Bunny is holding a basket of eggs.

**Q:** What is the bear saying? **A:** The bear is saying, "Wake up. Can you hear the song?"

### pp. 48-49

**Q:** Who is holding the basket?

**A:** The Easter Bunny is holding the basket.

**Q:** What colors are the Easter eggs?

**A:** The Easter eggs are yellow, red, and blue.

**Q:** What will the animals do next?

**A:** The animals will look for the Easter eggs.

### pp. 50-51

**Q:** What are the animals looking for?

**A:** The animals are looking for eggs.

**Q:** What color are the eggs behind the stones? **A:** The eggs behind the stones are yellow.

**Q:** What color are the eggs under the tree? **A:** The eggs under the tree are red.

### pp. 52-53

**Q:** What is the squirrel holding?

**A:** The squirrel is holding yellow Easter eggs.

**Q:** Who is holding red Easter eggs?

**A:** The bear is holding red Easter eggs.

**Q:** What does the squirrel say?

**A:** The squirrel says, "No, thanks. I can carry them myself."

pp. 54-55

Q: What does the raccoon say?

A: The raccoon says, "Look out for the stone!"

Q: What is in front of the squirrel?

A: There is a stone in front of the squirrel.

Q: What happened to the squirrel?

A: The squirrel dropped its eggs.

pp. 56-57

Q: Are the eggs broken?

A: No, the eggs are not broken.

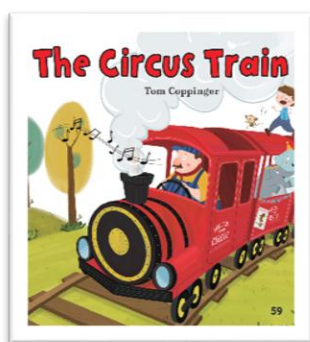
Q: What kind of eggs are they?

A: They are chocolate eggs.

Q: What do the animals love?

A: The animals love chocolate eggs.

**活動建議** 老師可以帶著學生一起製作彩蛋：用彩色筆在煮熟的雞蛋上，畫出各色裝飾圖案。然後帶著學生玩「運彩蛋」(Carry Easter Eggs) 的遊戲：可以將學生分成兩組，輪流把彩蛋逐個，從一個教室運到另一個教室。運彩蛋的人需要伸出一隻手臂，攤平手掌，將一隻彩蛋放在掌心，全程快走，看哪一組最先把彩蛋運到目的地，就成為贏家。如果雞蛋掉落摔破，大家可以一起分享，把雞蛋吃掉。



## 2.9-5 The Circus Train 故事翻譯

P60-P61 馬戲團的火車開出城了。馬戲團裡的男孩 Tim 大聲喊道：「快看！小丑 Cosmo 還沒上車！」

P62-P63 「快停車！快停車！」但火車司機聽不見他。

P64-P65 Tim 爬上車頂。Tim 跑過斑馬的車廂。

P66-P67 Tim 跑過熊的車廂。Tim 跑過大象的車廂。

P68-P69 Tim 往下跳到火車司機身邊。

「小丑 Cosmo 還沒上車呢！」Tim 說。火車司機很驚訝。

P70-P71 火車停下來等。Cosmo 和馬戲團又在一起了。

## Q & A

pp. 60-61

Q: What is leaving the city?

A: The circus train is leaving the city.

Q: Who is calling out?

A: Tim, a circus boy, is calling out.

Q: Who is not on the train?

A: Cosmo the Clown is not on the train.

### pp. 62-63

- Q: Who is shouting?                      A: The boy is shouting.  
Q: What is the boy saying?            A: The boy is saying, "Stop the train! Stop the train!"  
Q: Can the driver hear the boy?    A: No, the driver cannot hear the boy.

### pp. 64-65

- Q: What is Tim doing?                    A: Tim is climbing to the top of the train.  
Q: Who is running on top of the train?    A: Tim is running on top of the train.  
Q: What animals are inside the train car?    A: There are zebras inside the train car.

### pp. 66-67

- Q: Which car is Tim running across now?    A: Tim is running across the bear car.  
Q: How many bears are in the bear car?    A: There are three bears in the bear car.  
Q: Which car is Tim running across now?    A: Tim is running across the elephant car.

### pp. 68-69

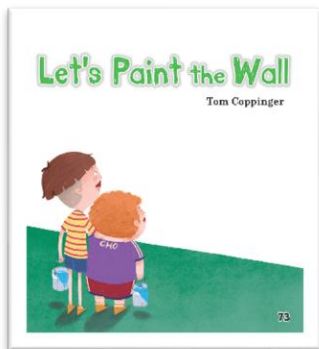
- Q: What is Tim doing?                    A: Tim is jumping down to the train driver.  
Q: What does Tim tell the driver?        A: Tim says, "Cosmo the Clown is not on the train!"  
Q: How does the driver feel?              A: The driver is surprised.

### pp. 70-71

- Q: What does the train do?                A: The train stops and waits.  
Q: Who is riding a bicycle?                A: Cosmo the Clown is riding a bicycle.  
Q: What is Tim doing?                      A: Tim is holding Cosmo's hands.

**活動建議** 老師帶著學生一起做「爬火車」的遊戲。老師帶學生到室外，用粉筆在地上畫出幾個連成一排的長方形大格子，代表火車的車廂。在每個格子裡寫上學生熟悉的動物英文名。遊戲開始，老師用書中的句子發出指令，如：“Run across the bear car.”一位學生聽到指令後，「爬」上寫著 bear 的車廂，從車廂這頭跑到那頭。老師可以變換指令，並逐步加快發出指令的頻率，鍛鍊學生的反應能力。學生一個一個輪流做，老師和學生也可以互換角色。





## 2.9-6 Let's Paint the Wall 故事翻譯

P74-P75 一天早晨，Ned 和 Max 幫助爸爸粉刷新房子。

「把這面牆刷成藍色。」爸爸說，「我很快就回來。」

P76-P77 Ned 和 Max 刷啊，刷啊，刷啊。

「這樣太慢了。」Ned 說，「我們可以把塗料潑上去。」

P78-P79 他們把塗料潑了上去。但 Max 拿錯了桶。

「Max！那是紅色，不是藍色！」

P80-P81 「可這樣很漂亮。」Max 說。「我們潑更多的顏色上去吧！」他們很開心！

P82-P83 Ned 刷出了彩虹，Max 畫了一朵大花。

「噢-哦。」Max 說，「爸爸回來了。」

P84-P85 「這麼多顏色！」爸爸說。兩個孩子很害怕。

「不過我很喜歡！幹得漂亮！」

## Q & A

### pp. 74-75

**Q:** Who are helping their father paint the new house? **A:** Ned and Max are helping their father paint the new house.

**Q:** What color are they painting the wall? **A:** They are painting the wall blue.

**Q:** What is the boy holding in his hand? **A:** He is holding a paintbrush.

### pp. 76-77

**Q:** What are Ned and Max doing? **A:** They are painting the wall.

**Q:** What color are the other paint cans besides blue? **A:** They are yellow, green, and red.

**Q:** What idea does Ned have to paint faster? **A:** He wants to throw the paint on the wall.

### pp. 78-79

**Q:** What color paint is Ned throwing? **A:** Ned is throwing blue paint.

**Q:** Which paint bucket does Max pick? **A:** Max picks the wrong bucket.

**Q:** What is happening to the wall now? **A:** The wall has both blue and red paint on it.

### pp. 80-81

**Q:** What does Max think about the red paint on the wall?

**A:** Max thinks it's beautiful.

**Q:** What does Max want to do next? **A:** Max wants to throw more paint.

**Q:** How do Ned and Max feel? **A:** They are having a lot of fun.



pp. 82-83

Q: What is Ned painting on the wall? **A:** Ned is painting a rainbow.

Q: What is Max painting? **A:** Max is painting a big flower.

Q: Who is coming back? **A:** Ned and Max's father is coming back.

pp. 84-85

Q: What does the father say when he sees the wall? **A:** The father says, "So many colors!"

Q: How do the boys feel when their father sees the wall? **A:** The boys feel scared when their father sees the wall.

Q: How does the father feel about the painting? **A:** He likes it. He thinks they do a good job.

**活動建議** 老師可以和學生一起製作蔬果拓印畫。老師準備白紙、畫筆、各色顏料和一些切開的小塊蔬果，如胡蘿蔔、蘋果等。讓學生根據自己的喜好把一種或多種顏料塗在蔬果的橫截面上，再印在白紙上完成拓印畫。也可以讓學生用畫筆繼續把拓印出來的圖案畫得更仔細。在學生拓印的過程中，每拿起一樣水果或蔬菜時，老師都要鼓勵學生用英文說出：“I pick...” 老師還可以引導學生反覆使用書中的句子，如：“It's beautiful! I have a lot of fun. So many colors! I like it!” 學生完成後，老師可以給予表揚，說：“Good job!”

## 互動單字小遊戲

- 1. 找相同圖畫。**讓學生拿著單字卡，試著在書裡找一找這些單字卡上的圖畫，找到後大聲說出單字。
- 2. 翻翻碰。**將單字卡放在桌子上，有圖的一面朝上。讓學生看圖片，盡可能地記住每張單字卡的位置。然後將單字卡全部翻轉過來。老師說出其中任意一個單字，讓學生憑記憶快速找到這張單字卡，並翻過來，看看找的對不對。
- 3. 記憶王。**將單字卡放在桌子上，有圖的一面朝上。讓學生看圖片，盡可能地記住每張單字卡的位置。然後讓學生閉上眼睛，老師拿走任意一張或多張單字卡，再讓學生睜開眼睛，說說哪張或哪些單字卡不見了。



4. **找同類**。每讀完一本書，老師可以將這本書的單字卡與之前學過的單字卡混在一起。老師說出一個類別名稱，例如：數字、日常用品、顏色、水果等，讓學生根據指示將這一類的單字卡挑出，並看圖說單字。
5. **我說你猜**。將單字卡放在桌子上，有圖的一面朝上。老師對其中任意一張單字卡上的內容進行描述（可用中文），或做動作表示，讓學生猜是哪一張單字卡，並說出相應的英文單字。
6. **指一指**。將單字卡隨機放在桌子上，有圖的一面朝上。老師說單字或者播放音檔，讓學生根據聽到的內容指出相應的單字卡。
7. **排排序**。將單字卡隨機放在桌子上，有圖的一面朝上。老師說單字或者播放音檔，讓學生根據聽到單字的先後順序給單字卡排序。
8. **猜猜看**。隨機拿起一張單字卡片，有圖的一面朝上。用一張白紙蓋住圖片，只露出一小部分。讓學生根據局部看到的圖，猜一猜卡片上是什麼，並用英語說出來。
9. **快閃**。隨機拿起一張單字卡片，在學生面前快速地晃一下，然後問學生剛才看到的是什麼，並讓學生用英語說出來。
10. **這是什麼？**將單字卡放在桌子上，有圖的一面朝下，讓學生隨機選一張。這個過程中不要讓學生看到單字卡上的圖片。老師將單字卡藏到背後，問：“What is it?” 讓學生猜一猜。老師用 Yes 或 No 來回答，直到學生猜出正確答案。



# The Three Phases of the Reading Process

## Before Reading

Create a cozy, welcoming corner in the classroom to serve as your **Reading Corner**.

### 1. Teacher's Pre-Reading Preparation

- Review the Story Outline or Translation: Look over the story outline or its translation to grasp the main idea.
- Examine the Picture Dictionary: Go through the picture dictionary at the end of each book to familiarize yourself with the key vocabulary for the lesson.
- Check Pronunciations: If you're unsure about the pronunciation of certain words, listen to the corresponding audio files for confirmation.

Then, sit comfortably with the students in the Reading Corner and enjoy the storytelling time together.

### 2. Look at the Cover and Ask Questions

- Examine the Cover Image: Review the cover image carefully with your students.
- Use Inference Strategies: Guide the students in interpreting the picture and predicting the story content. For example, you might ask, "What do you think this story is about?"

### 3. Understand the Title and Author

- Read and Explain the Title: Read the book's title aloud and explain its meaning.
- Identify the Author: Point out the author's name on the cover so that students know who wrote the story.



#### **4. Browse Through the Illustrations**

- Quickly Flip Through the Pictures: Allow students to quickly flip through the illustrations in the book and guess what the story might be about.
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### **During Reading**

#### **1. Read Aloud and Use Visual Cues**

- Point to Characters or Objects: As you read the story aloud, point to the corresponding characters or items in the pictures. For instance, when you mention a cat, point to the cat; when you mention a mouse, point to the mouse.
- Incorporate Animal Sounds: Use animal sounds where appropriate to aid understanding.
- Use Body Language (TPR): Employ Total Physical Response (TPR) by using your body to demonstrate verbs. For example, when you come to the word “shrug,” exaggerate by shrugging your shoulders.
- Vary Your Voice and Pace: Experiment with dramatic changes in your tone, intonation, and reading pace to make the storytelling enjoyable.
- Utilize Audio Files: You can also listen to a story audio file together, using these techniques to help students understand the story.

#### **2. Guide Understanding Through Questions**

- Ask Guiding Questions: Encourage students to understand the story by asking questions that clarify characters’ motives or help predict the story’s development. For example, you might ask, “Why did he become upset?”
- Use Q&A for Basic Readers: If your students have some basic reading and pronunciation skills, incorporate a Q&A session to further engage them.

#### **3. Discuss the Story’s Ending**

- Review the Back Cover: After finishing the story, look at the back cover image with the students and discuss the ending. For instance, ask, “If you were the

little fox in the story, what would you do?”

- Encourage Personal Opinions: Invite students to express their views, such as asking, “Which character do you like best in this story? And why?”

**Note:** There are no right or wrong answers—the goal is to encourage independent thinking.

#### **4. Review Vocabulary with the Picture Dictionary**

- Link Sounds and Images: Turn to the picture dictionary page and review the vocabulary by playing the audio files or reading the words aloud, helping students connect the sounds with the images.
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### **After Reading**

#### **1. Reinforce the Story**

- Retell or Replay: Tell the story again or listen to the audio recording one more time to reinforce comprehension.

#### **2. Interactive Activities**

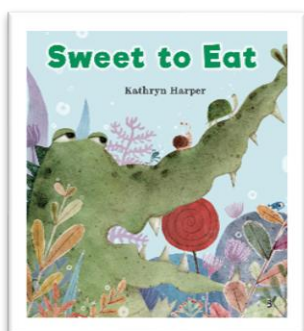
- Engage in Games: Use suggested activities and games to help students apply the vocabulary in real-life contexts.
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### **Extension Activities**

- **Story Retelling and Role Play:** If students have mastered the above steps and fully understand the story, guide them to retell the story in their own words or even perform it.
- **Vocabulary Games:** You can also print out flashcards of the lesson’s vocabulary and play word games with the whole class.

**Note:** During these games, do not require students to read or spell the words correctly. The focus should be on having them recognize and say the corresponding English words when they see a picture, or understand the meaning when they hear the word.

## Story Summary and Activity Suggestions



### 2.9-1 Sweet to Eat

#### Activity Suggestion

Play a fun game called “You Look Delicious” with the students. One student plays the crocodile, and the others pretend to be different animals like a shrimp, carp, snail, and turtle. Before the game begins, one student hides a lollipop somewhere on their body.

The crocodile chooses an animal and says a sentence in English like:

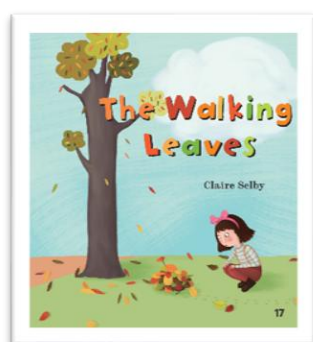
“Hello, Carp! You look sweet to eat.”

The chosen “food” can reply: “Don’t eat me. Snail is tastier.”

The crocodile may choose to switch to another food.

Once the crocodile makes a final choice, they “eat” the selected animal.

- If the student doesn’t have the lollipop, they are “eaten” and out of the game.
- If they have the lollipop, they give it to the crocodile, and the game ends.



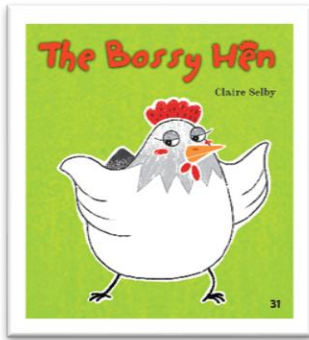
### 2.9-2 The Walking Leaves

#### Activity Suggestion: Drawing “The Four Seasons of a Tree”

Together with the students, draw a picture of a tree in each season. On a white sheet of paper, the teacher draws four big trees side by side, showing only trunks and branches. Under each tree, write the English word for one season (spring, summer, fall, winter). Ask students to think about how the leaves look in each season, and then use colored markers to draw the leaves on each tree. Encourage students to say what they’re drawing in English,

for example: “Small green leaves in spring.”

Then ask what the tree looks like in winter: “No leaves in winter.”



### 2.9-3 The Bossy Hen

**Activity Suggestion:** Discussing the Hen's Behavior

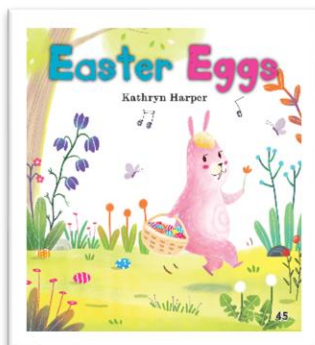
Ask students to recall what bossy or friendly behaviors the hen Linda showed in the story. Encourage them to act out scenes using sentences from the book.

Then, have a discussion about their own or their classmates' real-life behaviors. Ask:

- “Which actions are a bit bossy?”
- “What can we do to become friendlier?”

This helps students connect the story with their daily lives.

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### 2.9-4 Easter Eggs

**Activity Suggestion:** Easter Egg Decorating and Relay

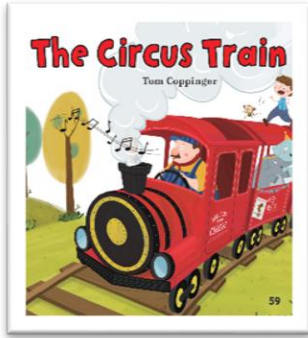
Make Easter eggs with students using boiled eggs and colored markers. Let the students decorate the eggs with fun patterns.

Then play the “Carry the Easter Egg” relay game:

1. Divide students into two teams.
2. One by one, students carry the egg from one classroom to another, balancing it on one flat hand while walking quickly.
3. The first team to carry all eggs successfully wins.

If an egg drops and cracks, the team can share and eat it together!





## 2.9-5 The Circus Train

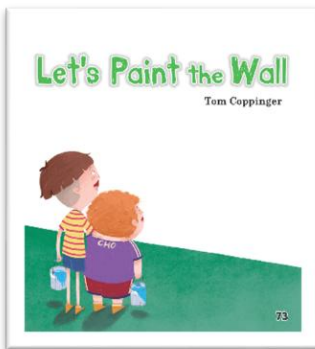
**Activity Suggestion:** “Climb the Train” Action Game

Take the class outside and draw a line of large rectangles on the ground with chalk. These represent train cars. Inside each “car,” write the name of an animal in English.

Use sentences from the book to give commands, such as:

“Run across the bear car.”

One student runs across the rectangle labeled “bear.” Gradually speed up the commands to train listening and response skills. Students take turns. The teacher and students can also switch roles for fun.



## 2.9-6 Let's Paint the Wall

**Activity Suggestion:** Vegetable and Fruit Stamp Painting

Make veggie and fruit stamp art with students. Prepare:

- White paper
- Paintbrushes
- Various paints
- Cut pieces of fruits and vegetables (e.g., carrots, apples)

Students dip the flat surface of the fruit/vegetable in paint and stamp it onto paper. They can also use brushes to add details to their prints.

Each time a student picks up a fruit or vegetable, encourage them to say:

“I pick...”

Also guide them to repeat sentences from the book like:

“It’s beautiful! I have a lot of fun. So many colors! I like it!”

When students finish, praise them by saying:

“Good job!”

